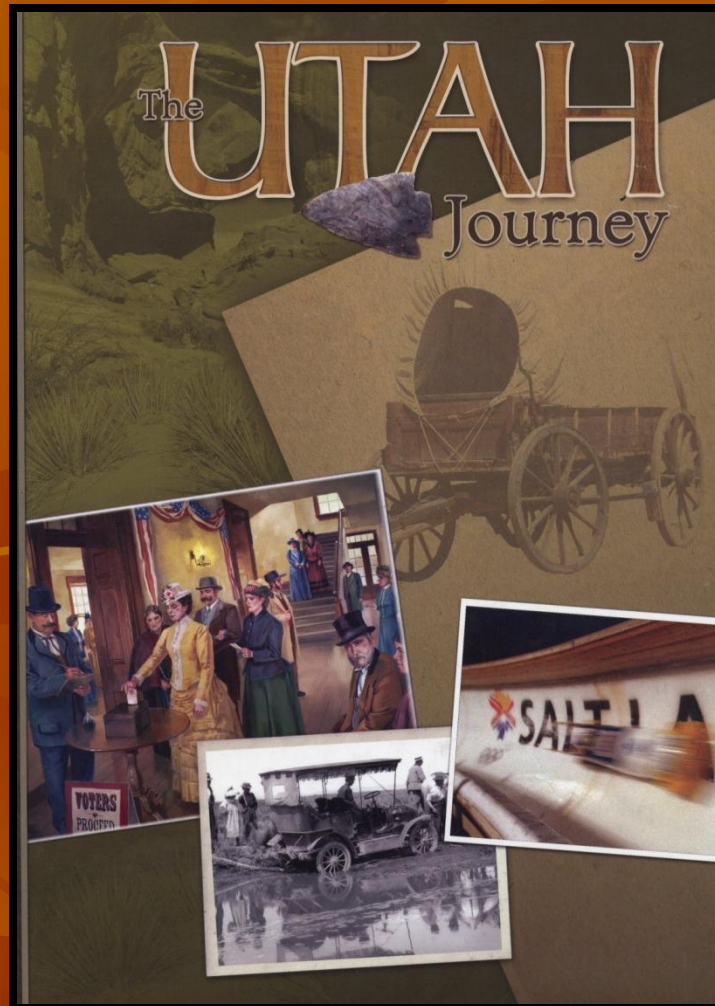









# Making the Most of Your Textbook











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# Learning Objectives

**THE TIME**  
1847–1860

**PEOPLE TO KNOW**  
James Brown  
William Davis  
Millard Fillmore  
Hector Haight  
Joseph Harker  
John S. Higbee  
Peter Maughan  
Isaac Morley  
Orson Pratt  
Peregrine Sessions  
H.G. Sherwood  
George A. Smith  
Lorenzo Snow  
Annie Clark Tanner  
Brigham Young  
Walkara

**WORDS TO UNDERSTAND**  
bowery  
compromise  
emigrant  
immigrant  
isolated  
morality  
perpetuate  
petition  
proposed  
survey

*Through this mountain gateway passed the Donner party, Mormon wagon trains, and later the Pony Express, telegraph lines, and stagecoach lines. Echo Canyon was painted by William Henry Jackson.*



**Timeline of Events**

- 1847 Peregrine Sessions settles Bountiful. Salt Lake City is established.
- 1848 Miles Goodyear sells his fort to settlers who begin the town of Ogden.
- Gold is discovered in California.

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**CHAPTER 7 REVIEW**

**Memory Master**

- Summarize the first tasks of the pioneers after entering the Valley of the Great Salt Lake.
- Why were the first cabins built close together in the Old Fort?
- Evaluate the problems of the first year in the valley. What happened?
- Why is the seagull Utah's state bird?
- Explain how the California Gold Rush helped the economy of the Great Basin.
- List three reasons for starting new settlements.
- Analyze the problems of the early settlers as similar or different from problems facing today's immigrants in Utah.
- How did the Great Compromise help Utah become a territory?
- Utah's territorial government was mostly run by the \_\_\_\_\_ government.
- Why did Congress name the new territory "Utah"?
- Where was Utah Territory's first capital city?
- Defend Brigham Young's title as "the Great Colonizer."


**Activity Learn More about Utah's Early Settlements**

Immigrants from other states and foreign countries started an amazing number of settlements in Utah. They started towns and farms all up and down the mountain corridor, at first avoiding the plateau lands of eastern Utah.

Choose your town or city or another one on the list on page 135 and learn more about it. Who were the first settlers? Where did they come from? Why was the town started? What work did the people do? Evaluate the problems they faced, and how they solved these problems.

Report what you find with a poster, diorama, story, skit, poem, song, or PowerPoint presentation.

Ogden, 1889



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# Section Headings

## Fremont Indian State Park

A teacher in southern Utah showed her class where some American Indians had left rock art. A young boy in the class didn't think the site was very impressive and said his father knew where there was an Indian burial ground.

The next morning the boy's father took him to Five Finger Ridge, where his teacher had taken him twenty-five years earlier. He was dismayed to see that Utah road crews were using the hill to get fill dirt for road construction.

The digging was stopped until archaeologists from Brigham Young

University could carefully examine the site. It turned out to be the largest village of the prehistoric Fremont culture yet discovered. More than 103 pit houses and granaries and many artifacts were found. To preserve the discovery, Fremont Indian State Park was created in 1987.



### What do you think?

Why is it important to balance modern needs for roads, tracks, and buildings with the preservation of historical sites?

*Fremont artists painted human figures wearing jewelry.*



## Migration and Change

Scientists believe that both the Anasazi and Fremont cultures disappeared sometime after A.D. 1300. The Anasazi may have moved from the Four Corners region to New Mexico and Arizona, leaving their old homes empty. For reasons we don't know, the Fremont people slowly gave up farming and abandoned many of their villages. After a few hundred years, the advanced forms of farming and building permanent cities were gone from Utah.

What caused these changes? A change in climate may have made farming less successful. Soil erosion may have been part of the answer. Some archaeologists suggest that a whole new group of people from what is now southern California and Nevada invaded the region. Other answers have been suggested, and each one has been challenged. What we do know is that it was a slow, complex process. It did not happen everywhere at once.

# Vocabulary

**THE TIME**  
1940S-EARLY 2000S

**PEOPLE TO KNOW**


- Alan Ashton
- Bruce Bastian
- David Evans
- Philo Farnsworth
- Jake Garn
- Gail Halvorsen
- Robert Harris
- Adolf Hitler
- John F. Kennedy
- Martin Luther King Jr.
- Benito Mussolini
- Franklin D. Roosevelt
- Paul Tibbets Jr.
- Terry Lee Williams

**WORDS TO UNDERSTAND**

- communism
- dictator
- inferno
- intercept
- naturalize
- refugee
- repeal
- urban

**Utah in the Modern Age**

*The introduction of television helped usher in the modern age. KDYL TV (Channel 4) was Utah's first television station. This photograph shows a sports*





# Glossary



## GLOSSARY

Definitions given here are for the Words to Understand as they are used in this textbook.  
The words are listed on the opening page of each chapter and are highlighted in the chapter text.

### A

**abandon:** to leave completely and finally; to desert  
**adaptation:** changes by a species to improve its chances of survival  
**administrator:** a person who manages a business  
**aerospace:** the industry concerned with manufacturing aircraft and spacecraft  
**amendment:** an addition to a bill or constitution  
**animosity:** bitter hostility; active hatred  
**archaeologist:** a scientist who studies prehistoric people and their cultures  
**arid:** being without moisture; extremely dry  
**artifact:** any handmade object from an earlier time

### B

**bankrupt:** a state of being unable to satisfy financial obligations  
**barter:** to trade by exchanging goods or services instead of money  
**basin:** a wide, bowl-shaped area of the earth's surface  
**bill:** a written proposal for a law  
**bowery:** a shaded place for holding meetings  
**brutality:** the act of being ruthless and extremely cruel

### C

**cache:** a hiding place in the ground  
**cash crop:** products grown or raised to be sold for cash  
**cataract:** a furious rush of river water  
**cholera:** an infectious disease caused by contaminated water or food  
**civilian:** a person who is not part of the military  
**climate:** the weather pattern over a period of many years  
**colonize:** to establish a community; to settle  
**commercial:** relating to business and profit  
**commodity:** any product of agriculture or mining that is shipped to be sold  
**communal:** used or shared in common by everyone in a group

**communism:** a form of government in which the government owns the property and controls the economy  
**compensation:** money given as an equivalent for loss or services  
**comply:** to act according to requests, demands, or conditions  
**compress:** to make more compact by pressing  
**compromise:** a settlement of differences by sacrifice on both sides  
**confiscate:** to seize as if or by authority  
**consumption:** the utilization of goods in satisfaction of economic wants  
**contempt:** regarding someone or something as inferior or with scorn  
**controversy:** a prolonged public dispute, debate, or argument  
**convert:** a person who has adopted a religion  
**cooperative:** a joint business venture where owners share the risks and benefits  
**culture:** the beliefs, arts, and lifestyle of a group

### D

**defendant:** the person against whom a charge is brought in court  
**delegate:** a person chosen to act for or to represent others  
**democratic:** of or for the people; especially rule by the majority  
**depression:** a period during which business, employment, and stock market values remain at a low level of activity  
**descendant:** a child, grandchild, great-grandchild, etc.  
**desolate:** barren; deserted  
**devastated:** made miserable; overwhelmed  
**dictate:** an authoritative order or command  
**dictator:** a ruler who has absolute, unrestricted control in government  
**disdain:** to look upon with contempt or disgust  
**diverse:** differing from one another  
**domestic:** relating to animals that have been tamed and raised by people

### E

**economics:** the analysis of the production, distribution, and consumption of goods and services  
**emigrant:** a person who moves out of a state or country  
**employee:** a person who works for a business for pay  
**entrepreneur:** a person who takes a risk to start and run a business  
**era:** a major division of geologic time composed of a number of periods  
**erosion:** the wearing away of the earth's surface by water, glaciers, and wind  
**establish:** to bring about permanently  
**ethnocentrism:** the belief in the superiority of one's own culture  
**excavation:** the digging site of an archaeological exploration  
**exodus:** the departure or emigration of a large group of people at the same time  
**export:** to ship or send out of a state or country  
**extermination:** complete destruction of

### F-G

**fault:** a fracture in the earth's surface  
**fossil fuel:** fuel such as petroleum, coal, or natural gas that was formed from living matter of a previous geologic time  
**fracture:** a broken surface or crack  
**freight:** goods or cargo transported for pay  
**geography:** the study of the earth's physical features and how people and places affect each other  
**geologist:** a scientist who studies the history of the earth as recorded in rock  
**glean:** to gather (grain, etc.) after the main harvest

### H-I-J

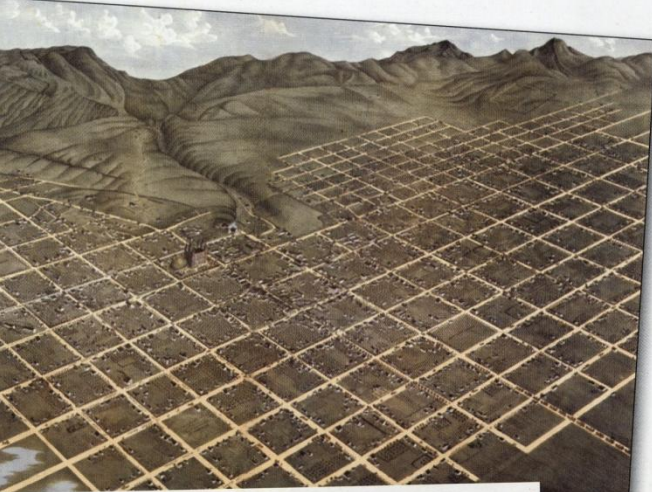
**harass:** to torment by repeated attacks  
**hybrid:** the offspring of two animals or plants of different breeds or species  
**immigrant:** a person who moves into a state or country  
**immunity:** a condition of being able to resist a certain disease

The Utah Journey

### A

**abandon:** to leave completely and finally; to desert  
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**archaeologist:** a scientist who studies prehistoric people and their cultures  
**arid:** being without moisture; extremely dry  
**artifact:** any handmade object from an earlier time

# Topic Sentence



## Laying out Salt Lake City

Brigham Young assigned Orson Pratt and H.G. Sherwood to lay out a grid for new city, using the plan they had developed for Nauvoo, Illinois. The **surveying** of the city's streets was finished by late August. There were 135 blocks, each having 10 acres divided into eight lots, where homes and gardens could be made. The streets were wide enough for a wagon and team to turn around if needed. Three public squares were placed in different parts of the city. These squares are now sites of the Salt Lake City and County Building, Liberty Park, and Pioneer Park.

Brigham Young assigned Orson Pratt and H.G. Sherwood to lay out a grid for new city, using the plan they had developed for Nauvoo, Illinois.

## The First Winter

In September of 1847 the first large groups of pioneers reached Salt Lake Valley. In all, there were 1,540 people, with 580 wagons, 124 horses, 9 mules, 2,213 oxen, 887 cows, 358 sheep, 35 hogs, and 716 chickens. These people had come to stay.

Late in September, "Cattle and horses entirely destroyed the crops sown, except the potatoes, the tops of which they ate smooth with the ground." The winter weather was relatively mild, but food was scarce, with few vegetables and too little flour. Some cows were left to give milk and others were killed for food. Everyone was hungry. They ate crows, hawks, wild meat, thistle tops and roots, and sugar bulbs.

In September of 1847 the first large groups of pioneers reached Salt Lake Valley.

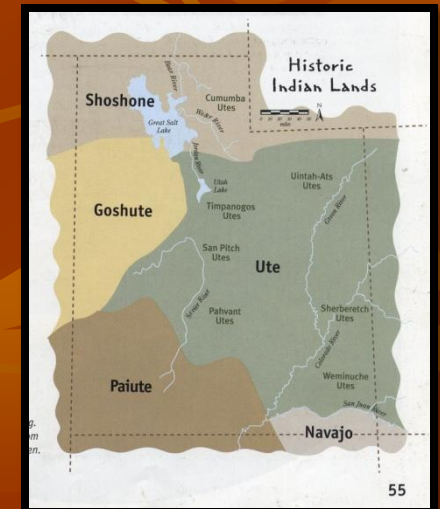
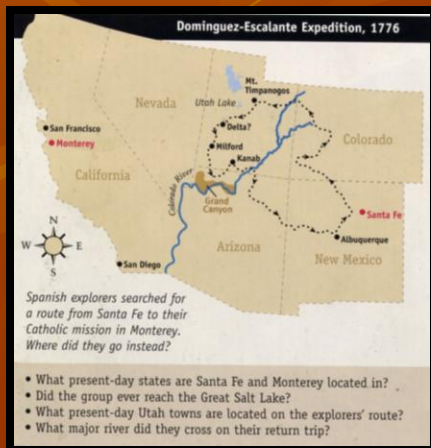
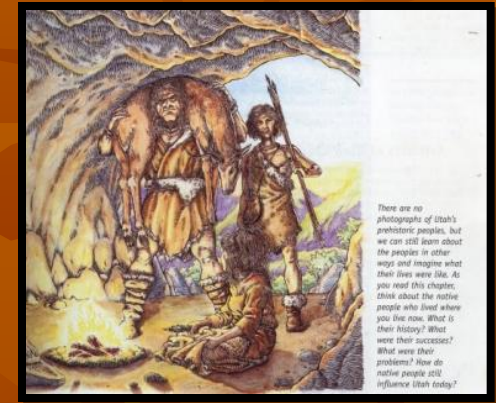
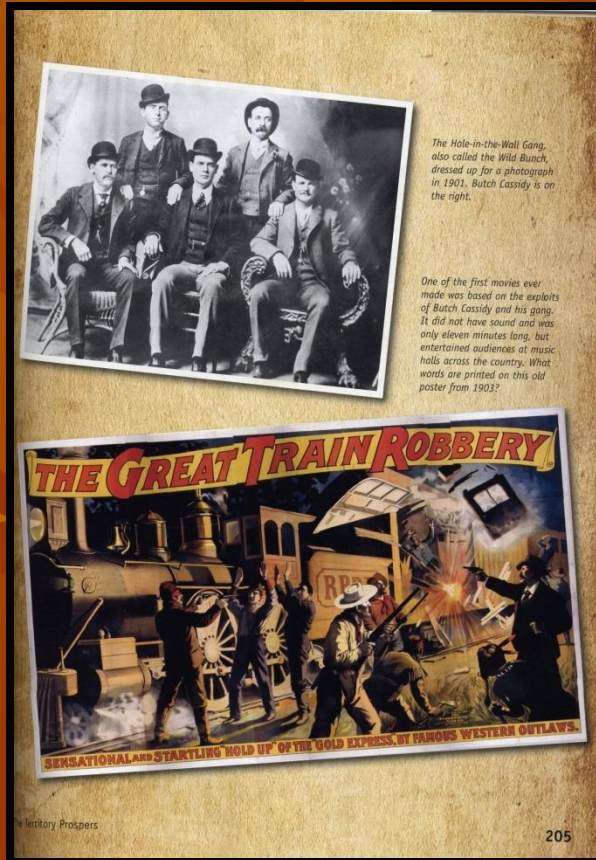
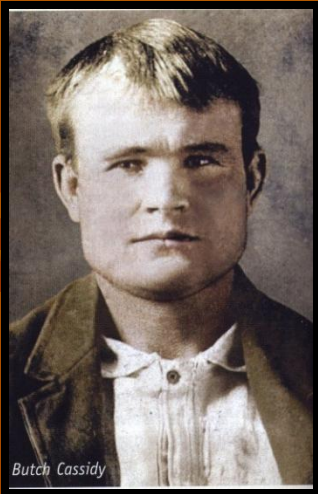


The first building in the valley was a temporary **bowery** built by placing posts upright in the ground. Then timbers were laid across the tops of the posts and covered with brush. The bowery was a shaded place for holding meetings and religious services.

The Indians taught the settlers to dig

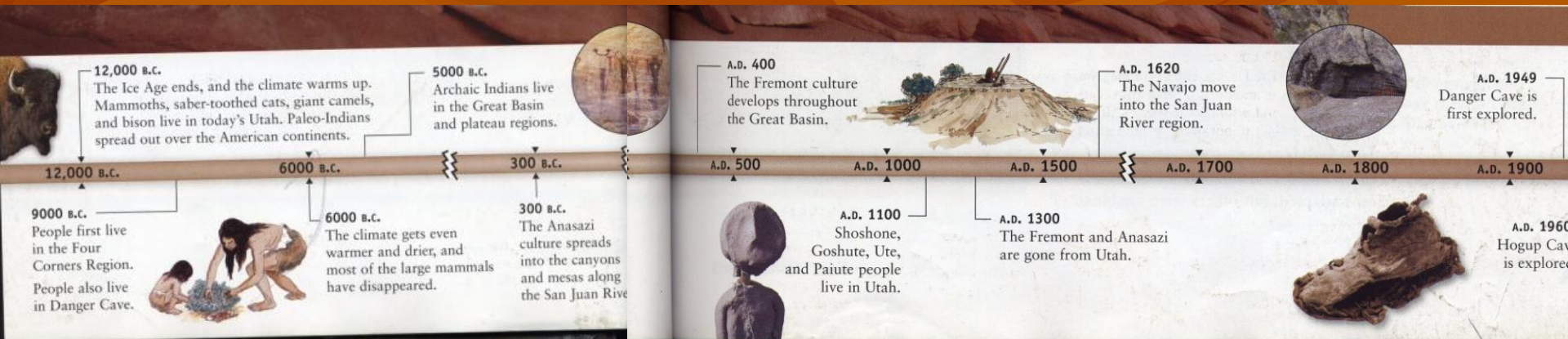


# Pictures, Maps, and Illustrations

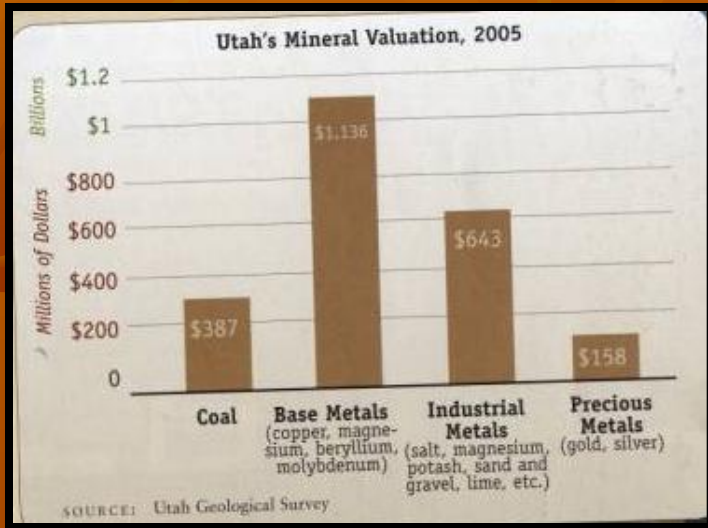




# Timelines



# Graphs, Charts, Tables, and Figures



Early Utah Academies, Colleges, and Universities			
School	Location	Founded	Who Started It
University of Deseret (University of Utah)	Salt Lake City	1850	Utah government
Timpanogos University, then Brigham Young Academy (Brigham Young University)	Provo	1874	Utah government (later owned and run by the LDS Church)
Salt Lake Collegiate Institute (Westminster College)	Salt Lake City	1875	Presbyterian Church
Agricultural College of Utah (Utah State University)	Logan	1888	Utah government land grant
Dixie Academy (Dixie College)	St. George	1888	LDS Church
Snow Academy (Snow College)	Ephraim	1888	LDS Church
Weber Academy, then Weber State College (Weber State University)	Ogden	1889	LDS Church
Branch Normal School, then College of Southern Utah (Southern Utah University)	Cedar City	1897	Utah government



## Activity | Use an Immigration Chart

Immigration continues. Every year, people leave their home country, family, and friends and move to Utah. Study this chart and find the countries on a map. These figures are for just one year. The next year might be very different.

- By far, the greatest number of people came from what country? Why do you think this is so? Compare the economic conditions in there to that of Utah.
- What country was second in the number of immigrants? Talk with your class about world events that might have influenced the decision of some people to leave their homelands in 2005.
- Locate all the countries on a map or globe to get an idea of how far the people came to get to Utah.
- Choose one of the countries and research the customs there. How different are they from customs in Utah?

### Immigration Countries of Origin, 2005

During 2005, people moved to Utah legally from these countries and many others.

Source: U.S. Department of Homeland Security, Immigration Statistics

COUNTRY	# OF PERSONS
Afghanistan	90
Argentina	91
Bosnia	279
Brazil	184
Canada	170
China	217
Colombia	106
El Salvador	120
Guatemala	124
Iran	135
Korea	84
Mexico	922
Peru	168
Philippines	128
Sudan	123
United Kingdom	123
Venezuela	80
Vietnam	127



# Special Typeface or Formatting



*The Colorado River still cuts away at red rock cliffs as it winds past Moab. What people lived near the river long ago?*

## Discover the Past

A tall man wearing a straw hat, his tiny yellow dog leading the way, led a group of hikers on a red rock trail high above the small Utah town of Moab. As they turned a corner they saw, to their surprise, Indian drawings carved into the side of a dark cliff. Animals that looked like mountain goats seemed to leap across the rock. The hikers knew they were looking into the past. As they wandered among the rock cliffs and stepped over boulders, they stared with awe at the winding, greenish Colorado River far below. They wondered about the lives of the native artists who had walked in the same place long ago.

### Adaptation and Migration

The history of Utah's people started a long time ago. However, there is more we don't know about the earliest inhabitants than we do know. We know the story of the early people is one of **adaptation** and **migration**.

In prehistoric times, the climate was different than it is now. The ice that covered the northern parts of the globe during the Ice Age ended, and the climate in today's Utah region got warmer. This change was hard on plants and animals. Some adapted, but others were unable to

adapt and became extinct. These changes did not occur rapidly. It took many, many years for the climate to change to what it is today.


This chain of events might have also been stressful for humans. They depended on plants and animals for food, just like we do today. What would it be like if some of your food sources were no longer available? The people adapted to new ways of getting food. They figured out how to make more efficient weapons to kill the smaller, faster animals that replaced the huge mammoths and other prehistoric animals as they died out. People hunted animals that were similar to those we know today, including buffalo, elk, and deer, ducks, rabbits, fish, and



# Conclusion—Go To the Source

**Go to the Source**

**William Clayton's 1848 Emigrants' Guide**



In 1847, William Clayton traveled with the advance pioneer company from Winter Quarters, Nebraska, and assisted Thomas Bullock in keeping an official record of the trip to the Valley of the Great Salt Lake. At first only guessing at distances traveled each day, Clayton was later able to track more accurate distances with a newly-invented odometer made by some of the party.

After arriving in the Great Basin, Brigham Young asked Clayton to immediately travel back to Winter Quarters and again measure the distances, which he did. "I have succeeded in measuring the whole distance from the City of the Great Salt Lake to this place," he wrote in his journal.

In 1848, Clayton published his work in a guide for other travelers to the West. He hoped to make a profit by selling the guides and help emigrants at the same time. While the guide was used mainly by many groups of Mormon pioneers, it also became the most popular guidebook among the California gold seekers. Gold had been discovered in California the same year.

**THE LATTER-DAY SAINTS' EMIGRANTS' GUIDE:**

BEING A

**TABLE OF DISTANCES,**

SHOWING ALL THE

SPRINGS, CREEKS, RIVERS, HILLS, MOUNTAINS, CAMPING PLACES, AND ALL OTHER NOTABLE PLACES,

**FROM COUNCIL BLUFFS,**

TO THE

**VALLEY OF THE GREAT SALT LAKE.**

ALSO, THE

**LATITUDES, LONGITUDES AND ALTITUDES**

OF THE PROMINENT POINTS ON THE ROUTE.

TOGETHER WITH REMARKS ON THE NATURE OF THE LAND, TIMBER, GRASS, &c.

THE WHOLE ROUTE HAVING BEEN CAREFULLY MEASURED BY A ROAD-KEEPER, AND THE DISTANCE FROM POINT TO POINT, IN ENGLISH MILES, ACCURATELY SHOWN.

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**EMIGRANTS' GUIDE.**

**PROMINENT POINTS AND REMARKS.**

	Dist. from Council Bluffs, miles.	Dist. from Salt Lake, miles.
Old Pawnee village, south side the road.	51 127	904
On the banks of the Long Fork, but many do descend.	1 127	904
Road descends from the bluffs.	1 127	904
After descending here, you cross a creek twelve feet wide, and one foot deep, and then ascend a hill.	1 127	904
You then travel through high grass and small bushes.	1 127	904
Road ascends the bluffs.	6 133	897
After ascending about four miles, then turning left from the road, so as to strike the timber you are about where it meets the river, the road can be shortened at least a half mile.	6 133	897
Upper ford of the Long Fork.	51 139	891
You will find the water in some places over 1 foot deep, and will have to travel down one foot about half a mile to avoid deep holes, and find a good place to get out.	51 139	891
Road ascends the bluffs.	18 157	873
After ascending the bluffs you will find a heavy, sandy road for five or six miles.	18 157	873
Prairie creek, 12 feet wide 14 feet deep.	1 158	872
Few of water and grass, but no timber. Banks some soil and very. By taking a south-west course from this creek, you would strike Wood river at a right angle, about the old crossing place, and thence crossing to the flats, by a course a little west of south, the road may be shortened at least five miles.	1 158	872
Dry creek.	1 159	872
Main Platte river.	62 163	863
You do not cross within two miles of the river, but go by the river.	62 163	863
Wood river, 12 feet wide, one foot deep.	31 169	861
Few of timber, and a good place to camp. Banks descending steep, with some wet-but good grazing land from the main Platte.	31 169	861
The road now passes by a point from which you can see the river.	14 183	847
Road descends to lower land.	14 183	847
The road now runs near the timber for two miles turning of the road.	2 185	845
The grass is high, and a good place to camp.	2 185	845
Road ascends to higher land.	222 208	823
You will probably have to turn off the road some, for the next crossing place.	222 208	823
Deep ravine—steep descent.	4 208	822
"	31 211	819
"	11 213	817
"	42 217	813

Two and a quarter miles beyond this, is a good place to camp. There is timber of grass and wheat, on a low bench, about twenty miles south of the road. There is, however, no timber but alfalfa.

Deep dry creek.

At Council Bluffs.

Creek or slough, south side the road.

Plenty of alfalfa and grass, but doubtful for water.

Deep, dry creek.

The head of Grand Island is almost opposite to this creek, but the road now runs so far from the river, we could not see it.

**Go to the Source**

1. After reading the title page of the guide on 116, how would you summarize the guide's purpose?

2. What are the headings at the top of the columns? Can you figure out what the abbreviations mean?

3. Many of the entries describe good places to camp. What natural features did Clayton think made good camping spots?

4. How would the guide help travelers?

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# End of Chapter Review

## CHAPTER

## 7

## REVIEW



### Memory Master

1. Summarize the first tasks of the pioneers after entering the Valley of the Great Salt Lake.
2. Why were the first cabins built close together in the Old Fort?
3. Evaluate the problems of the first year in the valley. What happened?
4. Why is the seagull Utah's state bird?
5. Explain how the California Gold Rush helped the economy of the Great Basin.
6. List three reasons for starting new settlements.
7. Analyze the problems of the early settlers as similar or different from problems facing today's immigrants in Utah.
8. How did the Great Compromise help Utah become a territory?
9. Utah's territorial government was mostly run by the \_\_\_\_\_ government.
10. Why did Congress name the new territory "Utah"?
11. Where was Utah Territory's first capital city?
12. Defend Brigham Young's title as "the Great Colonizer."



### Activity

### Learn More about Utah's Early Settlements

Immigrants from other states and foreign countries started an amazing number of settlements in Utah. They started towns and farms all up and down the mountain corridor, at first avoiding the plateau lands of eastern Utah.

Choose your town or city or another one on the list on page 135 and learn more about it. Who were the first settlers? Where did they come from? Why was the town started? What work did the people do? Evaluate the problems they faced, and how they solved these problems.

Report what you find with a poster, diorama, story, skit, poem, song, or PowerPoint presentation.

Ogden, 1889



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